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ABSTRACT

A working paper for the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the report is directed to the provision of educational/career information/career counseling services for the adult public. The paper is intended to stimulate discussion on the topic at the State and national level. The main purposes of the report are: (1) to describe the types of services now available; (2) to identify the need for such services; (3) to define the problems, needed research, and policy issues involved in providing the services; and (4) to identify alternative solutions. Discussion covers: the need for information and counseling services (as evidenced by survey data, reports by educational commissions, individual response to services, and Federal government and private foundation financial support); various possible support services for providing educational information and counseling services (a statewide educational resource data bank, the licensing of counselors and charting of counseling agencies, and a resource and planning center); staffing of counseling services; training programs for counselors of adults; and the cost and funding of these services. A chart in the appendix lists and describes existing counseling services throughout New York State. (EA)

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

STUDY OF ADULT EDUCATION
Tel: (518) 474-5972

TO: Persons Interested in Educational and Career Information and Counseling Services

FROM: Lucy T. Comly, Assistant to the Director, Study of Adult Education

Lucy T. Comly

SUBJECT: Community-Based Educational and Career Information and Counseling Services for the Adult Public

DATE: January 27, 1975

The attached draft report centers on one of the priority areas of concern identified in the initial study report by Norman D Kurland (December 10, 1974). Some of the existing educational and career information and counseling services in New York State and the Northeastern United States are described; evidence supporting the need for such services is also presented. Basic policy issues are raised throughout regarding these services, particularly with respect to the role the State should play in supporting, monitoring or providing them.

We are interested in knowing what participants in the fields of education and information and counseling services believe to be (1) data that are still needed and (2) the priority order and nature of policy recommendations for the New York State Board of Regents. We invite and would appreciate your comments and suggestions on all sections of this report at the earliest possible date.

We are considering the possibility of consensus meetings in March for the formulation of policy proposals on educational and career information and counseling services. If you would like to participate in such meetings, please let us know. The names, addresses, and titles of others who might be interested in receiving this report would also be appreciated.

LTC/dah
Attachment

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

STUDY OF ADULT EDUCATION

TO: Persons Interested in Educational and Career Information and Counseling Services

FROM: Lucy T. Comly, Assistant to the Director, Study of Adult Education

SUBJECT: Community-Based Educational and Career Information and Counseling Services for the Adult Public - Draft Report

DATE: January 20, 1975

I. INTRODUCTION

The initial report, by Dr. Norman D. Kurland, on the Study of Adult Education (December 10, 1974) noted that one of the priority concerns, important to the goal of lifelong learning, is the provision of educational information and career counseling services for the adult public. Although survey data indicate that adult participation in education has increased in the last ten years, many "would-be" learners failed to participate in educational opportunities. Many of these potential learners report that they could not find help in determining their career interests and needs or in determining what educational opportunities were available to meet their interests or needs. The following draft report, therefore, has serveral purposes: (1) to descrive the types of educational and career information and counseling services now available; (2) to identify the need for such services; (3) to define the problems, needed research, and policy issues involved in the provision of these services and (4) to identify alternative ways of meeting the needs.

The report presents the broad dimensions of information and counseling services as background for future consensus meetings. Organized as a series of specific questions, each section of the report is followed by a discussion detailing the information available. With the exception of Section IV, each discussion is terminated by several questions related to the main discussion. Answers to these questions should help provide guidance in determining public policy regarding the support of educational and career information and counseling services for the adult public.

The general characteristics of the services under discussion are presented in Section II. Section III provides a broad overview of services which exist in New York and in the Northeastern United States. A report from the Mid-Hudson region is summarized in this section to indicate whether services in a representative region of the State effectively meet public needs. Areas of needed information and research are outlined in question form at the end of this section. Section IV reviews the evidence that such services are needed; support for educational and career information and counseling services is found in survey data, educational commission reports, individual's responses to services, and Federal government and private foundation funding. Sections V through VIII discuss several basic problems and issues regarding these services; the topics reviewed include: potential State supportive services, staffing and training counselors of adults, costs, and sources of funding. The final section outlines the six steps to be taken prior to actual State policy implementation. The basic issues raised in the text and proposals for research or discussion are also summarized in Section IX.

The report centers on community-based services whose main function is the provision of information and counseling for educational and career purposes. Many such services are new programs, having appeared in the last five years. Expensive to establish and often funded by short-term seed money, these services apparently are responding to a public need which is not met by campus or public agency services. Each educational institution, in fact, provides some form of counseling service; primarily oriented towards their own programs and the students who are, or might be, interested in these programs, these school-based services usually do not serve the broader needs of community residents who are not part of institutional programs. Therefore, the services provided by public school and BOCES adult education programs and by two- and four-year colleges are not fully reviewed in this report. Counseling services in public agencies, such as the Veterans Administration, the Department of Social Services, and the Department of Labor Employment Services, are also not fully reviewed since their fundamental orientation is not <u>educational</u> counseling and career planning. The simultaneous existence of new community-based services along with campus-based and public agency services does, however, raise the following issue: whether community educational and career information and counseling services services should be provided by building on existing services in educational institutions and public agencies, or whether the new counseling services are a needed and viable addition.

The report is a working paper, intended to illustrate the diversity and limitations of available services and to suggest directions for further study and action. Commentary and suggestions from knowledgeable persons are invited and welcome. The report is intended to generate active discussion among all concerned that help answer three basic questions:

1. Is it in the public interest for New York State to invest any new resources in educational and career information and counseling services?

2. If so, in what services and with what form of funding?

3. Are there other actions by the State, other than funding, that would promote the provision of needed services?

II. What are the desirable characteristics of educational and career information and counseling services for the adult public?

The general characteristics of counseling and information services are outlined below. The description provides a background for the discussion of existing services in Section III. The list of characteristics is comprehensive; few counseling agencies and information services provide the entire range of possible functions.

A. Counseling Services

Counseling agencies provide one or more of the following services:

1. information collection and dissemination: educational, vocational, financial aids
2. referral: to health services, community agencies, training programs, educational institutions
3. testing: diagnostic, proficiency
4. counseling: individual or group; educational and career planning; one or more sessions
5. training: remedial; college preparation; occupational skills
6. advocacy: on behalf of client seeking admission to school, college, work-study programs, jobs
7. job placement

The following are frequently mentioned as desirable characteristics of an effective counseling service:

1. a broad range of up-to-date information: educational, financial, and vocational
2. a variety of services: examinations, referral, advocacy, planning
3. easy access: convenient location or delivery method; well advertised
4. professional or trained paraprofessional staff

5. inexpensive to user and the State: broad base of financial support

6. consumer protection provided

7. individual service

B. Information Services

Information on educational and career opportunities is presented by printed matter, phone, or computer. Such information services serve one or more of the following basic purposes:

1. assist potential users of educational programs in locating the program or institution most suitable to his or her interests, needs, and time available;

2. assist providers in determining (a) subject areas in which joint programs could be offered; (b) unnecessary duplication of offerings; or (c) programs to offer which are not otherwise available within the region;

3. assist counseling services in meeting their clients' needs for information;

4. assist government and funding agencies in (a) the provision of program planning and budgeting assistance and (b) the recognition and support of unusual programs to meet community needs.

A variety of educational information services are discussed in Section III. The characteristics of such services depend on the amount, type, and updating of information provided which, in turn, may be determined by:

1. The clientele served: basic education, vocational, academic, or avocational interests

2. the area served: local community, regional area, state- or nation-wide

3. delivery method: print, mail, media, phone, computer terminal

4. desired cost to user

Given these basic features and the considerable variation among existing services (Section III) and adult needs (Section IV), can an optimum array of services be designed to provide educational and career information and counseling for all adults in the State? If so, what should be the State's role? Consideration of the following questions may help in arriving at an answer.

1. How can existing services be organized to provide more effective service? Can there be a link, for example, between such services as the public television stations, the library system, State telephone tie lines, computer data banks, learning centers, and regional resource assessment projects along with educational agencies (colleges, BOCES, schools) and with other public agencies such as the Department of Labor?

2. Should information or counseling services be organized on a local, regional, or Statewide basis?

3. Is it possible to have an individualized, responsive, and economically feasible information and counseling system?

III. What counseling and information services now exist and how effectively do they meet the needs of the adult public?

Every counseling resource needs to be considered as a potential part of a network across the State for the provision of information and guidance in educational opportunities. Examples of services within and outside of New York State are included in this section to illustrate the variety and limitations of approaches used in providing educational and career guidance to adults. Particular emphasis is given to the new, community-based services whose primary function is educational counseling because (a) they are not as well known as traditional agencies, and (b) they may indicate a resource needed to augment the traditional services.

Information services are an integral, even fundamental, feature of counseling services; but, information is often provided as an independent service to the public and is, consequently, discussed separately. Questions underlying the basic issue of defining existing services and their effectiveness conclude the chapter.

A. Counseling Services

Educational and career counseling services are provided by a number of different agencies. The Department of Labor Employment Services, social service agencies, some BOCES and school districts, and all two- and four-year colleges, for example, provide educational counseling for adults. This service, however, is usually an adjunct to the primary mission of the agency. Such adjunct services apparently

suffer limitations which prevent them from meeting the needs of the adult public. For example, campus-based counselors often are not conveniently located for easy community access. Accountable to a specific college, they may fail to recommend other regional or independent study resources which may be more appropriate for the client. Their main experience lies in counseling traditional college-age, full-time students rather than adult part-time students. Some staff members of campus-based counseling services specifically provided for adult students have claimed that these services are often inadequately staffed by part-time individuals with minimal qualifications (1).

To overcome some of these shortcomings and to meet the needs of special target audiences, a variety of community-based educational and career counseling services have been developed in recent years. Their general variations in location, use of outreach methods, services provided, and titles are discussed below. A chart specifying the major purpose, target audience, area served, staff, services, fees, funding, year begun, and number of clients for various agencies is provided in the Appendix.

The educational and career counseling needs of educationally disadvantaged adults are served by various learning centers in New York State. In the South Albany Learning Center and SUNY Educational Opportunity Centers, counseling is integrated into the skills and general educational programs and might, therefore, be regarded as a secondary service of the agency. These Learning Centers usually provide the whole range of services described in Section II. Located in low income areas of major cities, these services are not readily accessible to a wide public but do serve the needs of a selected target group.

Educational and career counseling is the primary and single purpose of such agencies as the Syracuse Regional Learning Service, the Providence (Rhode Island) Career Education Project, the Hartford (Connecticut) Capitol Higher Education Service, the SUNY Stonybrook Mid-Career Counseling Center, and the Rye Academic Advisory Service as well as the Office of Vocational Rehabilitation. Such community-based services range from single office locations (Rye Academic Advisory Service) to a regional service (Syracuse RLS), and from Statewide (OVR) to national branches (Catalyst).

The limitations of a single office or restricted location can be overcome by using such outreach methods as telephone counseling, mobile consultants, or natural linkers (such as librarians, community agency volunteers, and Cooperative Extension agents). In an effort to reach a broad public, several services rely heavily on such outreach efforts. The Providence Career Education Project, for example, is directed towards the home-based individual who is not working or in school full-time. Although the agency maintains a single walk-in

resource and counseling center, the majority of its counseling is done by phone. The Syracuse Regional Learning Service provides twenty-two mobile learning counsultants in five counties; these counsultants meet with clients in their own homes or offices or consult by phone. The Statewide External Degree Program includes some State librarians as counsultants. This program also plans to include Cooperative Extension agents and YWCA counselors in an effort to expand the number of natural linkers and the public being served.

A wide array of services for a special target group is provided not only by the learning centers but also by the Office of Vocational Rehabilitation. Unlike the other agencies, the OVR has existed for fifty-five years; its service is directed towards the emotionally, mentally, and physically handicapped who are potentially employable. A full range of personal, educational, and vocational counseling services are provided by OVR, as well as supportive services in special cases. The narrowest range of counseling service (educational information only) is provided by such agencies as the Rye Academic Advisory Service and librarians participating in the Westchester County Library Adult Independent Learner Project. This latter project is currently under study and development in the twenty-two New York State Library systems. If the program is adopted, State libraries may provide information, referral, counseling and learning center services for adults engaged in continuing study or planning to engage in independent study (2).

One approach, which may enhance the effectiveness of community-based educational and career counseling services, is the utilization of such titles as "learning service", "academic advisory service", and "higher education or career services". Many adults may view the need for counseling as an admission of personal failure and as a threat to their own independent status. Since their search for educational opportunities is a sign of advancement rather than failure, adults resent the notion that they need "counseling" but can accept the assistance of a planning or advisory service which simply provides the needed information and help in using it.

The foregoing general discussion and the Appendix chart of educational and career counseling services is limited because specific data on what services exist within the State are unavailable. In fact, only one higher education region in the State (Mid-Hudson) has conducted a detailed survey and assessment of counseling services for the public (1). Other HEA Title 1 resource assessment projects have limited the counseling surveys to verifying the existence of counseling services on a campus or at a community agency. Detailed knowledge of extent services would be a useful guide for planning and funding allocations by local, State, private and Federal agencies.

In the absence of a detailed Statewide survey, information from the Mid-Hudson report is summarized below because it provides commentary on the effectiveness and shortcomings of many community-based educational counseling services. In the Mid-Hudson region, 23 agencies (12 in Westchester County alone), 4 special programs (including OVR), and two outreach centers were found in the seven county region which could be regarded as "community-based counseling and referral service in continuing education (1, page 5). The region has a total population of 1.8 million people; although accurate records of the number and characteristics of clients served are frequently not kept, these agencies report service to over eleven thousand individuals in the past year. Detailing each agency, and noting some excellent services, the survey report provides the following overall summary (pp. 39-40).

1. The geographic distribution of services is uneven, both in terms of accessibility and target populations.

2. No effort is made to reach blue and white collar workers through outreach methods.

3. Only about one-third of the services set a high priority on the clients' consideration of a wide variety of educational opportunities.

4. Limited educational and occupational information is collected and used by most agencies.

5. Traditional counseling methods are used; insufficient use of group counseling occurs and no new technology is employed.

6. Professional qualifications of counselors vary widely.

7. No regional institutions offer training programs for counselors of adults.

8. No regional approach exists for planning and coordinating existing services and developing new services.

B. Information Services

In New York State, elsewhere in the United States, and in Canada, educational information services are provided by print, phone, or computer. Information in printed form or computer data banks may be local, regional, or national, while phone service is usually limited to a local area only.

1. Printed Matter

Nationally, three annual catalogs are available, through libraries and counseling offices, which list colleges and university providing part-time or independent study (3,4,5). One other text, The New York Times Guide, is available to the public through bookstores but is out of date and not scheduled for a new edition (6).

Regional catalogs are published one or more times a year: outside of New York State, by the Educational Exchange of Greater Boston and the Toronto Metrodoc System; and, within the State by the New York City Regional Center for Lifelong Learning (NYCRCLLL) and the Rochester Area Colleges. The latter two catalogs are the first to be published by Title I regional resource assessment projects in New York State. No specific guidelines determine the format for these two catalogs and, consequently, they differ in cataloging methods and information carried. The Rochester catalog, for example, covers all educational resources in the region by type of institution. The NYCRCLLL catalog is limited to accredited postsecondary institutions only but separately indexes institutions, courses, and programs of study. Plans are being made to expand this catalog to include museums and community agencies.

Printed flyers, found across New York State, are a common form of information service provided by local school districts and BOCES. Two counties, Dutchess and Sullivan, also publish semester listings of continuing education opportunities. In addition, one of the post-secondary institution consortia, the Hudson-Mohawk Association, publishes a flyer covering college-credit courses available to part-time students.

Individual institutions, such as community colleges and colleges with evening and weekend continuing education divisions, publish their own brochures and catalogs and utilize newspaper advertising.

The printed flyers available from BOCES, school districts, and consortia are equivalent to individual college catalogs in their specificity and availability. These publications lack the broad spectrum of information available in a regional catalog of all educational opportunities, such as those published by Genesee and New York City regions or the Toronto Metrodoc.

Delivery methods for information services relying on printed texts vary as widely as the texts themselves. Some appear in newspaper ads or are mailed to private homes; other printed flyers are available free of charge at banks and shopping centers. Most regional catalogs enjoy only limited distribution by virtue of their price (NYCRCLLL $10.00; Metrodoc: $15.00 -400 sold). An exception to the rule is the Boston Educational Exchange Catalog which sells 2400 copies a year at less than $4.00 per copy.

2. Phone Service

In New York State only one phone line information service appears to be available, namely, the NYCRCLLL. This phone service (5 Lines) utilizes part-time employees and a file card information base. Educational opportunities and some financial aid information are provided. The need for counseling service has been expressed by callers to this service; the possibility of expanding the service to include counseling is being explored.

In the early 1970's, a phone-in and walk-in information service, covering all programs in Broome and Eastern Tioga counties, was set up in a town bank. The service was staffed by volunteer guidance counselors. With free television and radio coverage at first, the service received many call-ins. In the absence of this advertising, the phone calls were reduced to one per day; the service was discontinued after one year of operation.

An unusual information service outside of New York State is the Learning Exchange in Evanston, Illinois. The phone service is staffed by volunteer students and is a registry of names and phone numbers of persons who would like to learn, to teach, or simply discuss some topic or talent with others. Formed three years ago, the exchange serves 13,000 people and covers 1,800 subjects.

3. Computer Services

Computer data banks provide information on a wide variety of subjects including courses, colleges, jobs, and financial aids. The Toronto Metrodoc System, for example, utilizes a computer as a storage system for the catalog published for the Toronto area. An extensive source of financial aid information, readily available to the United States public on a mail-in fee basis, is provided by the Manhatten-based Scholarship Search firm. This computer data bank covers 250,000 possible sources

of financial aid and matches student characteristics to eligibility requirements. Some New York State BOCES programs provide Computerized Vocational Information Systems (CVIS), a computer registry of U.S. four-year colleges, New York Community Colleges, and occupational information. A campus-based employment information computer system has recently been funded by the Comprehensive Employment Training Act of 1973 at SUNY Stonybrook. Intended for Suffolk County residents, the data bank will also be utilized by the Stonybrook Mid-Career Counseling Center.

The most comprehensive computer-based system, the Guidance Information System (GIS), is provided by Time Share Corporation. This system includes a two- and four-year college information file, a scholarship and financial aid information file, and an occupational information file. Colleges are categorized by programs of study and by institutional characteristics (location, size, admission requirements, etc.). Occupational information is broken out by characteristics of industries or of occupations, as well as by personal educational, aptitude, and preference characteristics (work dealing with people, things, or abstractions). Employment outlook, earnings, and physical demands are also specified.

Both CVIS and GIS are computer programs purchased or leased by BOCES in New York State. Approximately 300-400 terminals for these two programs and a third Lond Island program are presently available in the State (Westchester, Southern Tier schools, Wayne-Finger Lakes, Rome city schools, and Shaker High). Over 1,000 terminals, each at an annual cost of $3,500 - $4,500, may be available in the public schools within the next five years. Each school determines whether or not these are available to adult evening students.

Answers to the following questions would be of help in determining what educational and career information and counseling services exist within the State and how effectively these services meet the present and future public needs.

A. Evaluation Data on services

1. What services are available in each region and what is the regional population to be served?

2. Who is being reached by information and/or counseling services? Who is not?

3. What effect has the availability of information and counseling services had on adult participation in educational opportunities?

4. Which delivery method for information on educational opportunities reaches specific target audiences or very diverse audiences: free printed flyers, newspaper ads, purchased catalogs, phone service, counselors?

5. What evaluation procedures are used, and should be used, to determine the effectiveness of counseling services?

6. What services have ceased operation and why?

B. Client Analysis

1. What is the public image of counselors and counseling services?

2. Would the public use information and counseling services if they were more generally available?

3. Would the public pay for educational counseling services? How much?

4. Would the public support such educational services with taxes?

IV. What are the indications of the need for information and counseling services?

The need for educational information and counseling services is indicated by four types of evidence: a) survey data; b) reports by educational commissions; c) individual response to services; and d) Federal government and private foundation financial support for these services.

A. Survey Data

A 1962 National Opinion Research Council survey of 24,000 adults age 21 or over revealed that one in five adults participated in some form of educational activity during the year; however, participation depended upon such factors as prior education, proximity to educational institutions, and area of residence (7). The typical student was young, employed full-time, previously well-educated, white, an urban resident, and highly motivated by the desire for job advancement. In 1972 the Educational Testing Service determined that one in every three adults participated in some form of educational activity during the year (8). The characteristics of the typical student were the same as in 1962.

The ETS survey also delineated the barriers which prevented "would-be learners" from participating. The two most prominent obstacles to learning were cost and lack of time. A host of other barriers to participation, however, fell under the category of knowledge of and counsel on available opportunities. These barriers included lack of information on where to obtain desired courses, lack of confidence in one's own ability, enrollment red tape, and lack of knowledge of one's own needs and interests. The would-be learners who failed to participate for lack of information on where to obtain desired courses totaled 13.2 million individuals. Approximately 26 million did not participate in further education for reasons which could be overcome by adequate counseling services.

An HEA Title I needs assessment survey, conducted in the Central region of New York State in 1974, found that 39% of urban residents and 56% of rural residents had never participated in continuing education. Lack of information on educational opportunities was identified as one of the barriers to participation. Among urban residents, 30% did not know about courses in the area; 33% of rural residents had no knowledge of courses available. Fully 87% of the urban and 85% of the rural residents said they would like to be better informed about educational opportunities.

In New York State, the potential clientele for educational information and counseling services can be estimated on the assumption that the State has about ten percent of the population determined for the United States. Thus, based on the ETS survey, would-be learners in the State include 1.3 million simply in need of information and 2.6 million in need of counseling services. In all surveys, one type of individual is least likely to be a participant in further education, namely, those without a high school diploma. Perhaps these individuals are most in need of information and counseling services; they number 5 million, or 47% of the over-25 population, in New York State.

B. Reports By Education Commissions

On the basis of the 1972 ETS survey, the Commission on Non-Traditional Studies recommended the creation of more counseling centers whose functions would "vary with local needs, but they will ordinarily include referring would-be learners who know what they want to the places where they can get it; helping less confident individuals define their interests and needs; identifying sources of financial support; offering testing and diagnostic services; developing group counseling situations; and training counselors for individual institutions (8, p. 35)." The Commission, noting that effective counseling services require reliable information on available educational opportunities, also recommended that "resources

of communities and regions should be assessed to create an inventory of existing educational activities conducted by various agencies (business, industry, labor union, and social, cultural, and collegiate sponsors) and thus identify the total potential of programs, facilities and faculty (8, p. 90)." Similar statements, expressing the need for and functions of counseling services, can be found in reports from the Kellogg Foundation (9), the Massachusetts Advisory Council (10), adult educators (11, 12), the Carnegie Commission on Higher Education (13), and the New York State Board of Regents (14).

A complete historical perspective on the need for information and counseling services, in fact, would range from the 1938 Regents' Inquiry (15) through reviews presently underway. In 1938 the Regents succinctly stated the problem: "It is enough to say that one of the greatest deficiencies in the total adult education program in New York State is the almost complete lack of adequate and satisfactory facilities for educational and vocational guidance (p. 125)." The Inquiry noted that adult counseling includes general information service on available educational programs, educational counsel or advisement, and vocational counseling. At that time, the most effective guidance for adults was provided by the Office of Vocational Rehabilitation (p. 123).

In the 1972 Statewide Plan for the Development of Post-Secondary Education, the Regents outlined the concept of regionalism and called for the development of Regents Advisory Councils which would be charged with the inventorying of regional educational resources. New York City was approved as a pilot planning region. The New York City Regional Council's recommendation that a center for lifelong learning be created was approved by the Regents in the belief "that the development of such a center would provide a clearing house for information about educational programs for lifelong learning, and would serve as a guidance, counseling, and referral center as well as a catalyst for the development of cooperative programs to meet regional needs (16, p. 154)."

Currently, the need for and provision of adult counseling services is of immediate interst at State, national, and international levels. In the Mid-Hudson Region of New York State, an assessment and evaluation of existing counseling services has just been completed as part of an HEA Title I project (1). At the national level, a study has been done on fifty United States counseling centers for women by the Providence Career Education Project (17). In addition, a six-month study is being conducted by the American Institute of Research, Palo Alto; this project will evaluate model career development and counseling centers in the United States. At the international level, reviews of adult counseling services are being conducted by both the Organization for Economic Cooperation and Development and UNESCO.

C. Responses by Individuals to Services

Responses by individuals to newly available information and counseling services provide some indication of need for such services. We have no data on the numbers of adults who use institutional and agency services. Such data would be useful. With virtually no advertising campaign, the New York City Regional Center for Life-long Learning (NYCRCLLL) received over 5,000 phone inquiries in its first year of operation. With public advertising, calls reached 100 per day in January, 1975. The Stonybrook Mid-Career Counseling Center, without advertising, received 80 clients in its first month of operation. In two years the Providence (Rhode Island) Career Education Project (CEP), which does advertise, has had 5,000 call-ins; 4,000 of these became clients, each of whom received six or seven phone-counseling sessions lasting thirty to fourty-five minutes apiece. The Syracuse Regional Learning Service (RLS) has had 1500 one-time contacts in its first ten months of operation in addition to 170 three-month consultation clients and 250 workshop participants. The most outstanding example of community response occurs within the oldest and largest service, the Office of Vocational Rehabilitation (OVR); these offices see 90,000 clients a year.

D. Federal Government and Private Foundation Financial Support

Further evidence that adult counseling services are needed lies in the fact that the Federal government and other private agencies have chosen to support various programs. Federal funding, for example, supports such projects as the Providence Career Education Project and the New York State Title I regional resource assessment projects. A mixture of Federal and private monies support the Syracuse RLS and the Hartford (Connecticut) Capitol Higher Education Services (CHES). A single, non-profit organization, the College Entrance Examination Board, funds the Adult Independent Learner Project (2) in New York State and eleven libraries throughout the United States. Private foundation money also supports the New York State External Degree Program which has a network of volunteer counselors.

A further indication of need is evidenced by the Federal government's current interest in counseling services. Under President Ford's direction, ten task force studies have been completed in which methods for achieving a linkage between the worlds of work and education are reviewed (18). The articulation of work and education calls for the establishment of community Work and Education Councils. These Councils would oversee the formation of occupational/training/education clearinghouses and counseling services for all community residents. Further proposals call for the improvement of the quality of counseling and for orientation of counseling to labor market realities. Should these proposals become a reality, Federal support for information and counseling services may become far more extensive than the projects mentioned above.

In summary, indications of support for educational information and counseling services can be found at the individual, state, national, and international levels. Financial support, however, comes primarily from the Federal government and, to a more limited extent, from private foundations.

V. Which, if any, of the following support services should the State provide for educational information and counseling services: a Statewide educational resource data bank; licensing of counselors and chartering of counseling agencies; a resource and planning center?

A. Educational Resources Data Bank

Interest in a central, or Statewide, data bank of all educational opportunities has been expressed by the SUNY Administration (19), the Council of Independent Colleges and Universities (20), the New York State Library Project (21), and the New York City Regional Center for Lifelong Learning (22). Central administration of SUNY has the potential for establishing such a clearinghouse by virtue of its computer registration procedure and catalog covering subject area offerings for all SUNY campuses. The SED Higher Education Planning Services also has a computerized catalog of programs in all New York State postsecondary institutions. The provision of a clearinghouse on educational opportunities is planned by the New York State Library Project; a central clearinghouse with computer terminal access could be an invaluable aid to this project.

Several questions need to be explored to determine if the State can - or should - provide a statewide clearinghouse of educational resources.

1. Who will provide the service?

2. How will the service be funded?

3. What are the estimated start-up and maintainence costs? Can use be made of existing software (Metrodoc, for example)?

4. Who will use the service - institutions, counseling services, libraries, and/or individuals?

5. How will the information be accessed: at information centers, by computer terminals, or by phone?

6. What data will be included?

7. If there is to be State support, will it be in time to capitalize on Federally funded projects such as HEA Title 1 resource assessments?

8. If State funding is involved and the HEA Title I regional surveys are tied into the central data bank, should the State provide guidelines for uniformity in these resource assessment projects?

B. Licensing of Counselors and Chartering of Counseling Agencies

Licensing and chartering serve, at least, three purposes: (1) setting of professional standards; (2) providing a mechanism for consumer protection; and (3) clarifying eligibility for State and Federal funds. The State presently licenses or certifies* several professions which fall in the category of non-medical human services: psychologists, teachers, librarians, and school guidance counselors. The State also charters a wide array of educational institutions and services, including libraries, museums, proprietary schools, and educational television stations.

At present the State has no licensing or chartering requirements for counselors and counseling agencies serving the public. Some agencies which provide career counseling have established professional requirements for counselors employed by them. OVR, for example, requires graduate training and experience specifically in vocational rehabilitation counseling. Some agencies require no prior professional training for their counselors (Syracuse RLS). Social workers and counselors of all types strongly favor a State licensing requirement (23); such licensing would not only set recognized standards but would also permit private practice.

The following questions need to be considered in determining whether or not the State should require and provide counselor and agency licensing and chartering.

1. What public benefits would be expected from licensing and chartering? What would be the disadvantages?

2. What would licensing and chartering cost?

3. What are the standards for licensing and who should set them?

*Certification permits work in public institutions only, whereas licensing permits private practice.

4. What requirements must be met by chartered agencies: minimum number of professional staff; legal contracts for clients; follow-ups on clientele?

5. What should be the re-dress procedures available to clients dissatisfied with services for which they paid a fee?

6. Should re-dress procedures exist for a client dissatisfied with the educational service to which the client was referred? If so, what? Is the counseling agency or the educational institution at fault for misleading a client?

C. Resource and planning Center for Counselors and Counseling Agencies

In view of the shortage of training programs for adult counselors (see next Section) and the multitude of resources needed by a counseling service, the State could provide assistance and guidance through a central resource and planning center. Resources, useful to both campus- and community-based counselors, would include: diagnostic, aptitude, and proficiency examinations; educational, financial aid, and vocational information; competency-based training manuals for paraprofessionals; consumer protection procedures; cost-effective planning methods; and evaluation procedures.

Some of these resources are presently available within several bureaus of the State Education Department. Another resource is being compiled by the Providence Career Education Project, namely, a procedural manual for setting up and evaluating a career counseling service. But no Federal or State agency provides a comprehensive resource center for counselors and counseling agencies.

Providing such a supportive service raises several questions.

1. Should the State set up one office to provide the whole array of resources or should the existing offices be encouraged or directed to extend their services?

2. If a resource and planning center is established, which of the following support services should be included: clearinghouse of educational resources; training programs; licensing and chartering?

3. Would a resource and planning center be used by existing counseling services?

4. What would such a center cost and how should it be funded?

VI. How are counseling services staffed and what training programs are available for counselors of adults?

Counseling centers are staffed by professionals only; by paraprofessionals only; by a mixture of professionals and paraprofessionals; or by educational or employment, rather than counseling, specialists. Considerable variation occurs in the background experience and training of staff members in agencies reviewed by the Providence Career Education Project and the Mid-Hudson Title I project (1, 17).

In New York State, student personnel counselor training programs are available at Columbia, Syracuse, and SUNYA. The number of professionals trained in counseling adults, however, may be extremely limited for a simple rason: with the exception of the newly created program at SUNY Stonybrook, no colleges or universities in the State provide training specifically oriented towards counseling of adults. Teachers College of Columbia University taught a practicum in adult counseling from 1962 to 1969 (25) and does supply audi-visual on life skills for learning centers. Renewed interest in adult education has been expressed recently (26); perhaps training in adult counseling will be re-instituted. Even Harvard's Graduate School of Education focused on adults for the first time in the summer of 1974 by offering a seminar on the crises of adulthood (27).

Because few educational programs exist for training counselors of adults, several of the counseling services have provided their own counselor or paraprofessional training programs. The training ranges from single workshops with a follow-up (External Degree) to extensive in-service training programs and educational requirements (OVR). The Syracuse RLS selects consultants not by prior level of training but by strength of interest and natural abilities. After several training workshops and field experience, these consultants train new, in-coming consultants. Several texts (12, 28) and one competency-based modular training program manual (29) are available, and other handbooks are being compiled (Catalyst, Providence CEP) which help overcome the lack of postsecondary training programs for counselors of adults.

In-service continuing education and upgrading programs for counselors are similarly non-existent. The New York State Personnel and Guidance Association is presently reviewing the needs of the counseling professions and has found that continuing education programs frequently require full-time attendance and unrelated courses (23). This association has established a talent bank listing and an in-service evaluation and upgrading program for school counselors; they may organize a tape resource training library to help schools assess programs and needs. Such resources do not appear to be available for counselors of adults.

One pilot program, limited to community college students, is worth noting for its unusual approach to providing professional guidance, namely, the System of Interactive Guidance and Information (SIGI). This computer-based guidance system was designed at the Educational Testing Service under a Carnegie Corporation grant; several field studies are funded by the National Science Foundation (24). The system assists the student in defining personal values (job security, leadership, high income, etc.) and then tests these values against typical, or model, work experiences. Having re-defined or clarified personal goals, the student then explores various occupations which match these goals. After selection of one or more occupations, the student then explores his or her chances of success in the field based on age, academic records, commitment). With final selection of an occupation, the system plans an educational and work-experience program for the student.

The need for, and potential growth of, educational counseling services, in the absence of adequate training programs, raises several questions.

1. Should the State provide grants to institutions to encourage the development of training programs for counselors of adults?

2. Should the State conduct its own training workshops?

3. What Federal or private foundation funding is available for the development of training programs for counselors of adults?

4. Should the State encourage the design and installation of computer-based counseling systems?

VII. What should - or do - information and counseling services cost society? the individual?

At first glance, one would assume that the total costs of funds expended for information and counseling services would depend upon the extent of staff and services provided. One interesting feature of the recently established services, however, is that most received basic grants of $100,00 to $200,000 per year while staff and services varied widely. The HEA Title I needs and resource assessment projects, for example, are typically about $100,000 per year (two of these have published catalogs on educational opportunities). The planned South Bronx Counseling Center expects to run on $100,000 per year. The Providence CEP received $400,000 for two years (staff of 14). The Hartford CHES (7 professional staff) received $200,000 in Federal funds for its first year (plus additional, unspecified support from Hartford business). The most limited funding was received by the Toronto Metrodoc computer information system ($100,000 for four years).

For counseling services, the set-up and the annual running costs may differ. Some services require the development and implementation of counselor training programs as well as the formation of a resource library. Annual running costs will depend on the number of staff at professional salary levels, updating of the resource library, and services provided.

The costs, on a per individual basis, appear to differ considerably. The Hartford CHES total funding exceeded $200,000 while only 200 individuals received counseling in the first year of operation. The Syracuse RLS pays $5 per hour to its counselors; the average client receives ten hours of counseling, the cost of which is covered by the $50 client's fee. The full cost of the service, including central office expenditures, totals $300,000 per year. With an approximate total of 2,000 clients per year, the cost per client is about $150. In the case of OVR, the cost per individual is difficult to determine, because the clientele seen each year include many who are assisted for two, four or even ten years. The cost per individual can be determined by dividing the total funds expended ($45 million) by total clientele per year (90,000) or by the number successfully rehabilitated per year (16,000), each of which gives quite different cost figure ($500 versus $2,812). A number of agencies, in fact, are reluctant to disclose their annual costs (1, 17). It is apparent, however, that individual counseling is an expensive service to provide

Costs for counseling programs at colleges will also vary according to the size of the school, staff size, and staff credentials. Some programs include admissions and placement as part of the counseling service; others do not. Some schools can break out budgets for counseling services but these budgets, in turn, may not include salaries. Most schools are reluctant to release budget information. One estimate, however, indicates that individual counseling on campus costs $70 per hour (30).

Costs per year for information services have not previously been published but could be gathered in some cases. For example, costs for computer systems depend on what kind and how much information is stored, how often it is updated, who uses the system, and how often it is used. Such cost data could be gathered from computer systems analysts or institutions using computers for planning or information services. Cost data could also be collected and compared for file-based information systems which publish newsprint flyers or catalogs (NYCRCLLL, Genesee, Hudson-Mohawk Association, Dutchess and Sullivan counties, BOCES, and public school districts).

The cost to an individual also varies widely. Among the information services available, for instance, an individual may receive free newsprint flyers or be able to purchase catalogs at high cost.

Counseling agencies charge service fees for individual or group counseling, tests, workshops, and career day programs. The fees charged vary considerably, ranging up to $150 for counseling and a test battery (1). Some agencies base fees on a sliding scale which depends upon the client's ability to pay. A few services charge no fees. These characteristically are services wholly funded by Federal monies, such as OVR, or are consultant services provided by a college-based program (SUNY EOC's) or a volunteer counsultant program (External Degree).

Cost-effectiveness and program evaluation, in fact, appear to be new concepts for many Federally funded projects. Even within the fifty-three year old OVR program, an office was established only this year to provide program planning, cost-effectiveness and evaluation procedures. Although they are separate analysis procedures, cost-effectiveness and program evaluation are closely linked. Evaluation, for example, would include an analysis of the specific functions a service sets out to perform, for whom, and how performance of these functions is to be judged. Judging performance includes record-keeping of the number of clients seen, as well as follow up studies on clients. Cost-effectiveness essentially requires maximizing services while minimizing cost (costs for running the service and costs to the client). Because many counseling and information services are new and because they differ considerably in services provided, these services may not be strictly comparable on a performance or cost-effective basis.

Determining the cost for a given client, on a dollar basis alone, does not necessarily give a true picture of the value of a service. For example, how much is it really worth to an individual, or to society, to avoid spending time, money and effort on an activity for which the individual is ill-suited? Cost-benefit analysis would be difficult to pursue with regard to the self-fulfillment or job-satisfaction derived from educational and career opportunities selectively matched to individual needs, interests and abilities. Quite possibly, adequate adult counseling services may not have been provided because the costs appear high while the benefits of good counseling have been undervalued or undetermined.

Answers to the following questions may give a clearer picture of the true costs of information and counseling services.

A. Cost analysis data for counseling services

1. What are the costs, on a per individual basis, of campus-based or public agency counseling services? Can these agencies provide adequate educational and career counseling at lower cost than community-based services?

2. For community-based agencies, what proportion of the start-up costs are required to establish a resource library? a testing program? What are the maintainence costs?

3. How large a staff is needed to serve a given population? What proportion of this staff should be full-time? part-time?

4. What level of training is needed for counselors: professional or para-professional?

5. What are the costs involved in training paraprofessionals? What is their turn-over rate? How does the turn-over rate affect the program cost?

6. Are the costs of providing phone counseling, mobile consultants, or office-based consultants comparable or are these methods useful for totally different target audiences and essentially not comparable on the basis of cost?

B. Cost analysis data for information services

1. For a regional, or a statewide, educational information service, what are the start-up and the maintainence costs for (a) a manual or file-based system and (b) a computer-based system?

2. Is is more economical to publish a catalog from a manual or a computer-based system?

3. What are the costs involved in maintaining a local or regional phone information service?

4. If a statewide data bank of educational resources were available, what would be the costs for (a) a tie-line or toll-free service and (b) computer terminal service?

C. Cost optimization

1. Would it be equally effective and at lower cost to provide group counseling in lieu of individual counseling?

2. What training programs or manuals for paraprofessionals are already developed that can be widely used and that will obviate each new agency's development of its own training program?

3. Would greater use of available computer systems (GIS, Scholarship Search, SIGI) reduce any counseling service costs and provide more effective service?

VIII. How should educational and career information and counseling services be funded?

A number of the information and counseling services discussed in this report are in a precarious position with regard to funding. Federal and private foundation monies constitute short-lived, seed money grants. Services so funded will require a broader base of support to continue beyond the typical two- to three- year funding period (HEA Title I projects, Syracuse RLS, External Degree, Library Adult Independent Learner Project, Providence CEP).

Potential sources of funding include client fees as well as contracts and grants from educational institutions, community agencies, and businesses. At least two in the Mid-Hudson region are charitable organizations supported by fund-raising drives (1). Client fees, alone, normally cannot support an agency (a $50 fee requires 3,000 clients per year to cover an annual cost of $150,000). Funding by educational, community and business agencies provides partial support for several agencies, including Catalyst branches and Hartford CHES. The Hartford CHES has the broadest support base; its funding comes from client fees, contracts to the Connecticut Board of Awards, a Federal grant, and a business grant. The Catalyst branches tend to have a narrower and varied support base; some offices charge service fees, some receive outside agency support.

A basic issue can be raised at this point: whether or not it is in the public interest for the State to invest resources in educational information and counseling services. At present, New York State provides some or all of the funding for the Mental Hygiene project in OVR, the SUNY EOC's and the Stonybrook Mid-Career Counseling center. State and local funds also provide indirect support for counseling provided in BOCES, adult education programs and public and community colleges. The Board of Regents has been a strong proponent of educational resource assessment and clearninghouse activities by Regional Advisory Councils; however, no funds have been allocated by the State for these projects and services. To date all of the regional resource assessment projects have been funded by HEA Title I monies as one- or two-year grants. Project directors are advised to find future funding from a variety of sources. Potentially, consortia-based information services can derive support from the member postsecondary institutions. Some regional projects might continue by linking to an existing or developing service, such as the New York State Library Adult Independent Learner Project. Since these regional projects are directed toward the effective utilization of all State educational resources and towards expanded educational opportunities for all State residents, the resource assessment directors might well consider whether some State funding support is important politically and is feasible.

Funding is a key issue in the long term success of such projects as the regional resource assessments and the Syracuse RLS. Answers to the following questions may provide some direction in resolving the problems of providing long term funding.

1. Should New York State provide on-going support for resource assessment and information (HEA Title I) projects?

2. Should New York State:

   (a) increase funding to educational institutions for the development of counseling services for a broad public;

   (b) support guidance and information services planned or provided through libraries;

   (c) support independent counseling services?

3. What are the best methods for long term funding for information services? for counseling services?

4. What are the possibilities of funding counseling services through general educational (entitlement) provisions to individuals which would provide funds to individuals to use, if they wished, to pay for counseling service?

IX. The Next Steps

This paper is a preliminary working document on educational and career information and counseling services for the adult public in New York State. Survey and user data, as well as published articles, are presented which suggest the need for such services. In addition, within the State, there are some services available; other models exist outside of the State which may well be worth duplicating. But we are some distance from being able to document precisely what services now exist within a given region, which of the newer ones will survive beyond the life of Federal grants, how effectively they function, and what services are still needed. The issues and unanswered questions, raised throughout the report are intended to provide a basis for discussion and refinement of the priorities to be confronted in calling and planning for such services.

As a working paper, the first step requires distribution of the text to those interested in the improvement or expansion of adult educational services. The second step will be refinement of the document on the basis of contributions and commentary from knowledgeable persons in the field.

The third, step involves the following proposed data collection for which approval and funding will be sought.

1. How effectively do existing information and counseling services meet present needs?

   Proposed: Regional surveys and evaluations of information and counseling services.

2. What should - or do - information and counseling services cost society? the individual?

   Proposed: Cost analysis comparison of services and suggestions for cost optimization methods.

The fourth step, prior to policy implementation, calls for consensus meetings across the State of persons informed and concerned about adult educational and career information and counseling services. Participants would formulate policy recommendations and determine which proposals have the broadest base of support by those in the field. Representatives from the State Education Department, the State University, two- and four-year colleges, chapters of the State Personnel and Guidance Association, counseling agencies, State libraries, and HEA Title I project directors would be among those invited to participate in these consensus meetings.

Listed below are three basic policy issues and proposed points of departure to be considered in consensus meetings:

1. What are the desirable characteristics of, and best methods of providing, educational and career information and counseling services for the adult public?

   Proposed: Discussion of a regional or statewide service which may link existing services and maximize desirable qualities.

2. How should educational and career information and counseling services be funded?

   Proposed: Discussion of (a) best methods for broad-based and long-term support, and (b) role of the State in such funding.

3. Which, if any, of the following support services should the State provide for information and counseling services: a Statewide educational resource data bank; licensing of counselors and chartering of counseling agencies; a resource and planning center; training programs for counselors of adults

   Proposed: Discussion of the proposed support services and alternatives.

The fifth step will be refinement of policy proposal. The sixth and final step is to seek implementation of these proposals with the assistance and support of the consensus meetings participants.

CONCLUSION

The New York State Board of Regents has stated that educational information and counseling services are vital to the expansion of educational opportunities for all adults, to the promotion of life-long learning, and to the encouragement of cooperative relations among institutions (14, 16). Strong interest in providing these services has been expressed by New York State and United States educators and professionals in the counseling field. Hopefully this working paper will stimulate discussion, data collection, and refinement of the priority issues and policy proposals required for the provision of such services.

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APPENDIX

NAME OF COUNSELING SERVICE	MAJOR PURPOSE	TARGET AUDIENCE	AREA SERVED	STAFF	SERVICES
Syracuse Regional Learning Service	Educational and career advisement	All residents of five counties	Regional - 5 counties	22 Learning Counsultants = paraprofessional; 10 full-time staff	Counseling, referral
Stony Brook Mid-Career Counseling Center	Career and educational advisement	Middle-aged, county residents	Suffolk County	Professional	Counseling, referral, education
Rye Academic Advisory Center	Educational advisement	Adult student	Westchester County	One professional	Counseling, referral
Catalyst	Educational advisement; employment opportunities	Women	13 Statewide, 100 National branches	Paraprofessionals, some part-time	Counseling, referral job banks (varies with branch)
New York State Library: Adult Independent Learner Project	Educational opportunities and advisement	All New York State residents	Weschester County; proposed Statewide in 22 systems	Librarians	Clearinghouse of opportunities, referral
External Degree Program	Degree program advisement	Non-traditional students	Statewide	100 faculty volunteers, librarians, BOCES; Cooperative Extension and YWCA proposed	Advisement
SUNY Educational Opportunity Centers	Vocational advisement; basic education, skills training; HSE, college preparation	Educationally disadvantaged	Statewide: 10 Centers	Varies: professional and paraprofessional	Counseling, diagnostic testing, referral, teaching

APPENDIX - 2

NAME OF COUNSELING SERVICE	FEES CHARGED	OUTREACH OR NATURAL LINKERS	YEAR STARTED	FUNDING SOURCES	NUMBER OF CLIENTS
Syracuse Regional Learning Service	$50 (high school grad.) for about 10 hours counsel over 3 months	Yes - mobile learning counsultants	Feb., 1974	HEW, Ford Foundation, Carnegie Corporation, NYSED	About 2,000
Stony Brook Mid-Career Counseling Center	$35 for 3 sessions	No	Sept., 1974	Federal and State	80 clients in first month
Rye Academic Advisory Center	$10 for questionnaire evaluation; $20 for interview	No	June, 1974	Private business	(Not available)
Catalyst	Depends on branch office	No	About 1964	Varies with branch; some institutional	(Not available)
New York State Library: Adult Independent Learner Project	None	Yes - librarians	(1975)	College Entrance Examination Board	(Not available)
External Degree Program	None	Yes - faculty; Proposed: Cooperative Extension agents and Y's	Jan., 1971	Carnegie Corporation, Ford Foundation	Jan. - Aug. = 450
SUNY Educational Opportunity Center	None	Yes	1973 - merger of urban centers and cooperative college center programs	State and Federal	1974-75 estimate: 12,300

APPENDIX - 3

NAME OF COUNSELING SERVICE	MAJOR PURPOSE	TARGET AUDIENCE	AREA SERVED	STAFF	SERVICES
South Albany Learning Center	Vocational advisement; basic education, HSE; some skills training	Educationally disadvantaged	South Albany; typical of Statewide centers	Professional	Counseling, testing, teaching, referral
Office of Vocational Rehabilitation	Vocational Rehabilitation	Physically, mentally, emotionally handicapped	Statewide: 14 offices plus out-stations	Professional	Counseling, testing, referral, training
Department of Labor Employment Service	Employment information and advisement	Unemployed State residents	Statewide offices	Professional	Job and training referrals; Proficiency and aptitude testing
Providence Career Education Project	Educational and career advisement	Home-based: not full-time worker or student	Providence, RI	Professional, paraprofessional (14)	Counseling, referral
Hartford Capitol Higher Education Services	Educational and career advisement	Adult student	Hartford, CT	Professional (7)	Counseling, testing, referral, advocacy

APPENDIX - 4

NAME OF COUNSELING SERVICE	FEES CHARGED	OUTREACH OR NATURAL LINKERS	YEAR STARTED	FUNDING SOURCES	NUMBER OF CLIENTS
South Albany Learning Center	None	Yes	June, 1964	Federal, State, Local, Private	1,200
Office of Vocational Rehabilitation	None	Yes	1920	Federal; State-Mental Hygiene Project	90,000 per year
Department of Labor Employment Service	None	No	1930's	Federal	(not available)
Providence Career Education Project	None	Yes - phone service	Oct., 1972	Federal (NIE)	5,000 in two years
Hartford Capitol Higher Education Services	$25 basic interview; $20 per additional hour or $25 for 4 group sessions	No	1973	Federal; business; contracts, fees	About 200 in first year

APPENDIX - 5

The following agencies are listed or discussed in the Providence Career Education Project Report and in the Mid-Hudson HEA Title I needs Assessment Report.

NAME OF COUNSELING SERVICE	MAJOR PURPOSE	TARGET AUDIENCE	AREA SERVED	STAFF	SERVICES
Rockland County Guidance Center for Women	Educational and vocational counseling	Adult Women; also serves men, youth	Rockland County	Professional (4) 1 graduate intern, 2 lay outreach counselors	Individual and group counseling, courses, workshops, testing
YMCA Counseling and Testing Service	Development of personal potential-educational, vocational, personal	Youth and adults	New York City	10 professional	Counseling, testing, job placement, training programs
Westchester (Valhalla) BOCES	Educational and vocational counseling	Adults	Southern Westchester County	4 professionals - work with adolescents in daytime	Some testing; limited educational and occupational information
YWCA Vistas for Women (White Plains)	Educational and vocational counseling	Adult Women	Westchester County	1 Professional	Extensive educational and occupational information
Orange County Community College		Adults	Orange County	Professional	Testing; extensive educational and occupational information
Hudson Valley Opportunities Industrialization Centers, Inc.	Counseling, training	Unemployed and underemployed adults	Poughkeepsie (Dutchess Co.)	4 Professionals	Testing; limited educational and occupational information
Neighborhood Service Organization	Implement neighborhood services; counseling in all areas	Economically disadvantaged	Poughkeepsie	1 Professional, 10 non-professional	Counseling, limited educational and occupational information

APPENDIX - 6

NAME OF COUNSELING SERVICE	FEES CHARGED	OUTREACH OR NATURAL LINKERS	YEAR STARTED	FUNDING SOURCES	NUMBER OF CLIENTS
Rockland County Guidance Center for Women	$1-20 per session, depending on income; $35 for 12 hours of group sessions	Yes - 2 for Black and Spanish-speaking communities	1966	Fees; Rockland County Community College	500 Clients plus 6500 phone-ins (1972)
YMCA Counseling and Testing Service	$0-200; median = $75; $15 for initial interview, $10-$25 for individual sessions	No	1946	Contributions, endowments, fees government grants	1,000 (1973)
Westchester BOCES	$75 for test battery for residents	No	Sept., 1973	State, fees	500
YWCA Vistas for Women	$3-30 for counseling, $5 per test	No	1964	Philanthropic	160
Orange County Community College		No	1969	State	600
Hudson Valley Opportunities Industrialization Center, Inc.		Yes - 2 satellite offices	1969	Federal	660
Neighborhood Service Organization		Yes - 4 neighbor-hood centers and outreach counselor	1961	United Way	600